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ABSTRACT

This issue of the ALSED newsletter contains: (1) a description of the Anthropology and Language Science in Educational Development (ALSED) program; (2) information on the meeting of experts on diversification of methods and techniques for teaching a second language or foreign languages (Paris, Unesco, 15-20 September, 1975), which discussed such problems as: (a) assessment of the language teaching situation, (b) contribution of research and linguistic theories to the study of foreign languages, (c) renewal of methodology and media, (d) the teaching of languages to adults, (e) foreign-language teaching and learning today (1975), and (f) strategies to be adopted and future research trends and priorities; and (3) reports from the Fourth International Congress of Applied Linguistics (Stuttgart), the Twelfth International Congress of the World Federation of Foreign Language Teachers' Associations (Washington), the First Bulgarian Conference on the Application of Mathematical Models and Computers to Linguistics (Varma), and the Second Seminar on Bilingualism and Education (Palma de Majorca). This issue of the semi-annual publication also includes descriptions of institutions and associations participating in the ALSED Program and reports from India, Peru, Togo, and Zambia, as well as bibliographical notes. (DB)

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Anthropology
and Language Science
in Educational
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ALSED NEWSLETTER No.2/3 - November 1975

Unesco, Division of Structures and
Content of Life-long Education

EDITORIAL

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CONTENTS

		Page
1.	*The ALSED Programme*	2
2.	*Meetings and conferences*	2
	2.1 Meeting of experts on diversification of methods and techniques for teaching a second language or foreign languages with reference to the aims in view, levels and age groups, and social and professional background, Paris, Unesco 15-20 September 1975	2
	2.2 The 4th AILA Congress, Stuttgart	11
	2.3 The 12th FIPLV Congress, Washington	11
	2.4 First Bulgarian Conference on the Application of Mathematical Models and Computers to Linguistics, Varna	12
	2.5 Second Seminar on Bilingualism and Education, Palma de Majorca	12
3.	*Associations and institutions*	13
	AILA, FIPLV, WAMLA	
4.	*From country to country*	15
	India, Peru, Togo, Zambia	
5.	*Bibliographical notes*	16
6.	*Editor's request*	17

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1. THE ALSED PROGRAMME

The activities undertaken with a view to setting up an international network of institutions for research into the utilization of the findings of the linguistic sciences and anthropology for the solution of practical problems of language or education policies (ALSED Programme) are being stepped up, and studies are being carried out on the possibility of applying such findings in practice under this programme. Studies will also be conducted, in co-operation with associations of specialists, on the following topics, among others: psychological, pedagogical, socio-cultural or other factors conducive to the learning of languages and their mastery in speech and writing in a multilingual or unilingual environment; the contribution of various sciences to language teaching; transition from the mother tongue to internationally spoken languages in Africa; language policy and planning; problems and achievements in language learning in a variety of countries; links between aesthetic education and language teaching; linguistic education of migrants. Documents, annotated bibliographies and reports will be published. For the time being, the ALSED Newsletter will continue to be issued twice yearly.

The Division responsible for the ALSED Programme is in regular contact with various national and international organizations which deal with such problems, including the FIPLV (World Federation of Foreign-Language Teachers' Associations, Marburg), AILA (International Association of Applied Linguistics), AIMAV (International Association for the Study and Promotion of Audio-Visual and Structuro-Global Methods, Brussels), CIRB (International Research Centre on Bilingualism, Quebec), CMIEB (World Information Centre on Bilingual Education), the Ford Foundation (New York), etc.

This Newsletter contains information on the meeting of experts organized in September 1975 to examine the *diversification of methods and techniques for teaching a second language, or foreign languages*.

As a follow-up to a meeting on mother tongues and literacy training organized in 1974, a symposium, planned for 1976, will deal with *problems of schooling in the mother tongue* in a sub-region of Africa (a French-speaking country).

2. MEETINGS AND CONFERENCES

2.1 *Meeting of experts on diversification of methods and techniques for teaching a second language or foreign languages with reference to the aims in view, levels and age groups, and social and professional background, Paris, Unesco, 15-20 September 1975*

This meeting, which was organized by the Division of Structures and Content of Life-long Education of the Education Sector, was attended by 20 specialists, invited in a personal capacity, who came from a variety of regions to discuss the various problems raised by the diversification of methods and techniques for teaching a second language or foreign languages, considered in the light of the circumstances peculiar to various groups in the context of particular national situations. These specialists included teachers, educationists, linguists interested in educational problems and administrators responsible for the planning of language teaching curricula. Nine observers also attended the meeting.

The theme of the meeting, chosen by the General Conference, relates to one of the main concerns upon which Unesco's programme in the field of languages is based, namely, improvement of the teaching of second and foreign languages and promotion of the mother tongue as a means of access to education. It was the aim of the meeting to draw attention, while suggesting solutions, to the need to make good a shortcoming found in most education systems, i.e. the fact that the teaching methods and techniques are not properly adapted to the various purposes of language teaching - purposes which are sometimes contradictory and which differ widely according to the type of education, but still more widely according to the age groups and social and professional categories involved, with their heterogeneous requirements, motivations, psychological or physiological characteristics and living and working conditions.

The meeting formed part of Unesco's activities designed, in a spirit of interdisciplinarity, to increase the contribution made by the human sciences as a whole to the improvement of language teaching and to promote more effective application of scientific research to the same end; these activities make up the ALSED Programme (Anthropology and Language Science in Educational Development). Under the present circumstances, this programme appears in a new light, owing to the need to refer problems of language teaching to the concept of a kind of life-long education which is open to a very wide and varied public, which goes well beyond the traditional school framework, and which draws upon the resources of both formal education and self-teaching. Additional features of the present situation are new approaches to curriculum planning, the rapid development of methods and techniques for language teaching, the progress made in linguistic research and the demands for international communication and understanding. It therefore seemed urgent to seek a new approach to language teaching which would meet these new requirements in a more satisfactory manner.

The meeting discussed the situations in the various countries of origin of the participants, concentrating principally on the shortcomings of language teaching. The discussion also dealt with problems of diversification, innovation in methods and techniques of language teaching, problems connected with the teaching of languages to adults, the teaching of second and foreign languages to very young children, total immersion and crash course experiments and teacher training. The participants stressed the need for a clearer definition of the specific objectives of language teaching, as distinct from general objectives (e.g. fostering receptive attitudes to different cultures, the educational value of a foreign language in its own right, etc.). The national context should be taken into consideration, and closer attention devoted to the relationship between knowledge of the mother tongue and of the second language, and to the situation of bilingualism or multilingualism which is to be found in a great many countries, and principally in the developing countries. They emphasized the importance of defining categories of learners and assessing their language needs; they stressed, too, the need to guard against an unduly narrow interpretation in terms of vocational needs, to the detriment of the more general needs of communication and the overall development of the personality.

The meeting also outlined the main fields of research which are closely related to the general theme of the diversification of language teaching, and suggested that discussion of these should hinge on the following topics:

(1) study of variations and successive degrees of aptitudes, motivations and difficulties found among children and adults in learning a foreign or a second language, and study of the correlation between these changes and sociological and psychological factors;

(2) devising of suitable equipment for language teaching in large and heterogeneous classes, including ways of using language processes for pedagogical purposes and incorporating evaluation into graded progress;

(3) study of the characteristic features of languages chosen as special subjects and of texts designed for vocational use, with a view to language teaching in an academic or a vocational setting which will be conducive to both inter-vocational communication and communication with the media;

(4) an attempt to bring linguistic and pedagogical terminology into line in methodological studies and in the content of language courses through the compilation of a standardized glossary.

The participants adopted a final report which sums up the discussion and formulates a number of suggestions relating to international co-operation in this field, and to the action to be taken in future, at both national and international levels, to ensure the necessary diversification in the teaching of second and foreign languages.

The final report of the meeting will be published shortly.

The participants had occasion to discuss more than 20 communications, some of which were studies in depth of a particular item on the agenda; we publish below some extracts from the working paper and a summary of some of the principal studies; abstracts of other studies submitted to the meeting will appear in our next issue.

WORKING PAPER submitted to the participants

(extracts)

I. AIM OF THE MEETING

... This meeting has been convened in the context of a series of activities undertaken over the past few years by Unesco with the particular aim of bringing together specialists and co-ordinating individual efforts for the purpose of studying the necessity and possibility of developing an overall interdisciplinary psycho-pedagogical approach to language teaching, as well as the contribution which can be made to solving specific problems in linguistic education by anthropology, language science and the social sciences (ALSED Programme).

The principle of promoting a spirit of interdisciplinarity in research on the learning of languages and in the methodological and pedagogical conceptions of language teaching corresponds to a very rewarding conceptual approach. Co-operation between specialists in research in the human sciences (social sciences, linguistics, psychology, physiology, pedagogy, etc.) and professional teachers proves indispensable if we wish to adapt the education system to the aims and requirements of the people for whom it is intended. The interdisciplinary approach offers the advantage of a concerted effort of reflection on teaching problems which leads to action through a continuous process of adaptation, experimentation and evaluation.

... The commendable desire to ensure that solutions are consistent with aims and that educational objectives are in harmony with the overall objectives of social development would justify undertaking multidisciplinary research on the circumstances under which the act of communication takes place and the use of the different varieties of a language, interchanges between different cultural groups, semiotic activities, etc.

It would also seem important to encourage pragmatic studies on the means of verbal and non-verbal expression, the many factors which contribute to the act of language communication (such as the environment, the status of the persons engaged in the conversation and the theme of the conversation), the personal involvement of the speaker in his statement and the cognitive content of the message.

No less important would be conceptual studies making it possible to link the concepts of the real world to precise linguistic categories and to define these categories as well as the linguistic and semantic approach to the preparation of curricula. Research is also needed to define the situational constraints which govern the choice of the content of courses and determine the appropriate forms for the transmission of the linguistic message. Furthermore, it would be desirable to draw attention to the mental variables and physical variables which condition situations, and then to study the linguistic forms used in that context.

A further task should be to outline a plan and a methodology for the description of socio-cultural and socio-professional macro-situations and the investigation of the functional differences in language behaviour potentialities and the specific implications of the functional separation of languages for the analysis of the functional relations between languages ...

... As it will not be possible to consider all the problems relating to the contribution of the human sciences to language teaching and to the diversification and adaptation of its methods and techniques in relation to very varied needs, the meeting will set itself the particular aim of reviewing experience gained in language teaching throughout the world during the last few years, listing the main trends and the most significant innovations; it will hold frank and open discussions on the conclusions reached by the attempts to adapt pedagogy and language teaching techniques, contents and methods to the needs of the different groups of users, so as to frame recommendations regarding suitable strategies to be mapped out in order to improve language teaching and thus, to some extent, increase the efficiency of the education system as a whole.

The opportunities afforded for exchanging experiences and information cannot fail to strengthen the machinery for exchanges of information and mutual consultation set up by Unesco, under the ALSED Programme in particular.

II. PROBLEMS FOR DISCUSSION

1. *Assessment of the language teaching situation*

Without attempting an exhaustive examination of all the problems, the meeting will have to prepare a concise survey, based on the participants' written and oral contributions, of the different situations existing in the teaching of a second language - or foreign languages - as they arise in different contexts.

... The teaching of languages to very young children in pre-school education; continuity in teaching; the relations between different levels and age groups in the context of overall life-long education; the need to ensure that all types of teaching are interconnected through complete, yet flexible and diversified educational structures, with a view to enabling the effort to master a language to be pursued in another learning environment, whether in or out of the formal education system, as well as allowing students to transfer from one form of education to another which is more appropriate and better adapted to their individual needs; the study of two foreign languages at the same time; all these are points of interest and topics for discussion ...

All too often it is found that the practice of language teaching differs quite appreciably from the advanced methodology and lags far behind the results of research and experimentation. There seems to be little enthusiasm for innovation.

When this is the case, it is necessary to identify the causes of such backwardness and try to compile a list of remedial measures. The following would undoubtedly enable outworn methods to be brought up to date: an improvement in the pre-service and in-service training of teachers; the readjustment and reform of educational plans and syllabuses; the assignment of a more important rôle to educational, scientific, psychological, linguistic and other research in the production and use of equipment and media; a detailed study of the relations between new methods and resources.

2. Contribution of research and linguistic theories to the study of foreign languages

In several international meetings, symposia and congresses, including those of Unesco, emphasis has been laid on the need to establish a still closer relationship between the practice of language teaching and linguistic research and theories ...

The first contribution of structural linguistics has been to provide descriptions of the spoken language, which is a major objective of the new pedagogy, to draw attention to the very marked differences between the spoken code and the written code and, proceeding on this basis, to lay down the principle of the priority of the spoken language over the written language.

Linguists have furnished material which is new and most useful for teaching in the spheres of phonology and morphology, but less so in the spheres of syntax and semantics or vocabulary. The attention given to usage has highlighted the notion of lexical frequency, which has been developed with the help of statistical or quantitative linguistics in order to produce lists of frequencies and these have played an important rôle in determining the content of many language courses.

The second contribution of structural linguistics consists in the conception of language as a system. To think of language as a system was to recognize that the constituent elements have no validity independently of the dialectical relations of contrast and association which hold between them: paradigmatic relations (or selective relations) between elements which could occur in the same position in the utterance; syntagmatic relations (or combinatorial relations) between the morphemes which follow each other in the utterance.

The application of linguistic principles, to which may be added the psychological principles derived from behaviourist theories, is illustrated by many audio-visual and audio-lingual courses and by programmes of structural exercises devised since the 1940s.

At first sight, all the necessary conditions seemed to have been met to ensure that these courses attained the new objective in view, namely, the teaching of an instrument for oral communication. For the first time, the structures of the spoken language in current use were presented, in a systematic fashion, with a methodology drawing on recent research into the learning process. Great hopes were therefore placed in this new linguistic and psychological approach to second language teaching. In the event, however, after a wave of enthusiasm, there came a time of disillusionment. It was gradually realized during the 1960s that the results were disappointing or, at least, that they had not been achieved on a scale commensurate with expectations.

The inadequacy of linguistic, structural, generative, and transformational theories and descriptions makes it necessary to turn to other disciplines. Socio-linguistics, which is concerned with the means of verbal expression of a linguistic community and studies all the varieties of language used therein instead of dealing solely with the description of one of its codes or subcodes, has made spectacular progress over the last twenty years: its work has introduced the notion of the act of communication into language teaching, while defining its components.

Such systematic descriptions of the use of varieties of language undoubtedly provide teachers with more complete and more useful information than traditional or structural grammars. They are not sufficient in themselves /for the needs of teachers/, however, for it is still necessary to know how the skill of communication is acquired before suitable teaching materials can be prepared.

Only a language theory which embraces the system, use and acquisition of language can serve as a basis for the preparation of a second language methodology.

Linguistics still has something to say as regards the general solution of problems relating to the content, grading and presentation of courses. Linguistic theory should make an even greater contribution to the establishment of educational objectives and the shaping of strategies and should provide scientific criteria for the selection of the contents of a language course ...

... Contrastive studies can still bring out analogies, show where interference may occur and also contribute to the definition of the rôle of the mother tongue in second language teaching by indicating to what extent a systematic refusal to use the mother tongue is necessary according to the characteristics of each objective. More needs to be known, for example, about the process of acquiring the skill of communication in order to prepare suitable teaching materials. The methodology of the teaching of a second language should be based on a theory of language which covers the system, use and acquisition of the language. It should be focused on the language needs, the motivations and the learning strategies of the people to be taught. Modern teaching theory cannot progress if it does not take into account what individuals or groups want and need to learn and the best way for them to acquire this knowledge. It presupposes a systematic and interdisciplinary analysis of the language needs of the particular pupils, as well as a redefinition of objectives, contents and methods in order to adapt them to those needs. It must not ignore the learners' motivation and their attitudes towards the language being studied. The objectives should be clearly

worked out with the learners themselves. The individual or the group participating in the training process should be associated with the task of determining the objectives of the system. From now on, all educational methods and particularly those designed for adults should be founded on the initiatives of the learners, their activities and their responsibilities. Self-directed learning must be examined precisely because it illustrates this trend. To know the objectives and the ways to attain them, and consequently to consider them open to further clarification and adaptation, implies the need for an active, anti-dogmatic pedagogy, and means repudiating a universalistic pedagogy and its all-directional methods, but also means rejecting an ad hoc pedagogy devised to serve one specific cause in a special context. If the rule is to start by defining objectives according to the relevant criteria, it becomes possible to adopt a systematic pedagogical approach and to choose the appropriate materials and teaching method.

The notion of objectives in itself raises the problem of evaluation. An educational objective defined without the appropriate criteria and means of evaluation would not be a real objective ...

3. *Renewal of methodology and media*

The desire for the individualization of learning methods, the diversification of teaching materials and the increasingly frequent use of authentic documents (written or audio-visual) have enhanced the importance of the communication media in language teaching. These media, which are commonly regarded as the guarantee of up-to-date teaching methods and as a sort of master key to all educational locks, raise the problem of the renewal of methodology in respect of the use of media having regard to their possibilities, limits and cost, and in relation, of course, to the objectives in view. The mass media could play a leading rôle, provided that they are judiciously selected and integrated into a learning system, that they are looked upon as a teaching aid for achieving certain objectives and not as an end in themselves, and that the education which they offer is focused on the learner and not on the machine or the pedagogical material. It would be a mistake to use the communication media simply as a modernized mask for the most conservative pedagogical attitudes.

... The use of multi-media systems seems to be a particularly effective means of individualizing the learning process and to be well adapted to the teaching of second languages to adults who are not catered for by the traditional educational structures. Such systems are in a better position to take into consideration the variety of language needs and learning strategies of the people concerned and to provide diversified educational material, both as regards its content and as regards its presentation.

The choice of a multi-media approach is better adapted to the knowledge, abilities, motivations and specific needs of a highly heterogeneous public.

It will still remain, however, to find approaches calculated to make up for certain shortcomings of the media, and to impove the way in which they are used. It would also be advisable to give further thought to the mechanical form of the exercises, the confusion between simplicity of structure and facility of reproduction, and the fact that programmes are sometimes drawn up too rapidly and are ill-adapted to the requirements of individualized teaching and to those of a properly graded course. The problem of how to select the content of the teaching provided through the media has not been finally solved. Instead of propagating a neutral kind of language, the media should use a language which is marked according to the commitments of life and meets the requirements of a given communication situation presented in such a way as to avoid the characteristic platitude of utterances transmitted by the media /this mediocrity being evident not in the area of syntax and morphology, but at the level of true communication potentiality and the approach to scales of modality/.

It is a fact that audio-visual methods are often criticized for their tendency to be monotonous, and for unconvincing dialogue. They are accused of starting from the idea that language is composed of grammatical structures, so that they neglect its emotional function and metalinguistic aspects, such as musicality, rhythm and gesture, and consequently threaten to dehumanize language. It would also be useful to reconsider the place which should be assigned to the teaching of grammar in a methodology based mainly on audio-visual methods. What rôle should be played by grammatical explanations given by the teacher in the acquisition of language skills by a pupil who has an alert mind capable of abstract reasoning and is not satisfied by a purely oral and general approach?

What preventive action can be taken against the malfunctioning of existing methods and how can they be renewed? How can the rôle of pedagogical, scientific, linguistic and other research be increased in the preparation of audio-visual material?

4. *The teaching of languages to adults*

... The problems of the teaching of second languages to adults have received constant attention during the last few years. Several institutions and research workers have studied the specific

needs of this category of learners and the ways of providing appropriate courses, specific methods and suitable materials. These studies have been inspired by the desire to strengthen motivation in the teaching of languages to adults, to build up a more effective multi-media system for this teaching, to arrive at a better definition of objectives and find appropriate evaluation systems so as to meet the diversified requirements of adults more successfully. It would be important, however, to be able to define the needs of society, comparing them with those of individuals, so as to establish contents and methods of courses in such a way as to do more than merely adjust the education system to the needs of the labour market; the aim should lie outside the narrow fields of professionalization, specialized terminology and the unduly specific requirements of industry, commerce or administration, in order to meet a deeper need without, however, relapsing into generalities. Language teaching for adults should not simply be regarded as an answer to the need for professional training and a means of satisfying a demand for labour, nor even as a complementary or compensatory activity, but as the natural extension of the right to education. It should contribute to general social advancement not only by giving individuals a grounding in one or several foreign languages, but also by improving their practical knowledge of their mother tongue, and it should help adults in their personal or family life as well as in their social or professional contacts by seeking to satisfy a variety of needs according to the various types of learners for whom the course is designed. It would also be important to link language courses for adults with the traditional system of formal education and to ensure that individuals can transfer from the former to the latter and vice-versa; to see how to define the objectives, learning conditions (equipment, time available, etc.), contents and the learning methods of each of the two systems in such a way as to remove hard-and-fast dividing lines and provide real conditions for overall life-long education which should be regarded not only as a continually enriching activity for the learner and as a dialectical and cumulative progression which assimilates and integrates the educational experiences available at every stage of life, but also as an imminent potentiality existing at the very beginning of the educational process, as a delicate balance between the varied and contradictory aims of education in the modern world. Such an approach to life-long education would fulfil individual aspirations and integrate man in society, it would reflect economic utility and personal freedom, while ensuring the full and harmonious development of the individual in all the wealth and complexity of his forms of self-expression and his commitments.

Among the problems which take on a different aspect in the context of the teaching of languages to adults, consideration should be given, in the first place, to the problem of age. The fact that the learners are older than in the school context justifies adopting fairly precise methodological and didactic attitudes from the point of view of the psychology of learning and the range of motivations and taking into account the rate at which the individual reaches the height of his functional and evolutive powers, as well as the strong pressure of the social environment which sets its own behaviour patterns in matters of oral self-expression. The difficulties of re-educating perceptual or intellectual audio-motor mechanisms in adults, and their attitudes and reactions in learning situations, call for new and diversified approaches.

... Educational conditions should therefore be established which would, eliminate for example, a sense of insecurity and blocks creating a real psycho-motor paralysis, which has been shown to be the cause of failures, the feeling of frustration due to the great difference between the fullness and richness of the pupil's thoughts and the small range and scanty resources of his means of communication and self-expression in the language studied, obstacles encountered in the effort to make oneself understood, numerous interferences at all levels, the difficulty of acquiring new mechanisms which are perceived and classified, and therefore distorted, through the habits of the mother tongue, the tendency to avoid sustained effort which does not have the support of the pupil's reasoning powers, since the second language is merely an instrument foreign to the language of thought.

The teaching of languages to adults differs from other teaching as regards the choice of instruments and method of approach, the definition of the factors contributing to the preparation of an educational strategy, and the different stages of learning. It requires a separate model for the definition of the nature of the students' language needs.

Audio-visual media assume more importance when their use is introduced into language teaching to adults. They provide excellent opportunities for self-observation and self-correction, and call for an appropiate methodology.

Problems arise when a multi-media system has to be built up for this purpose through the application of educational technology, when it is necessary to choose the technical medium, the approach and the methods of work. What evaluation system should be adopted as appropriate in the case of adults, and how can equivalences with traditional formal education be established?

... In the same context, the teacher/pupil relationship takes on new dimensions which should be studied.

The teacher relinquishes part of his rôle as a dispenser of information, part of his responsibility for the acquisition of knowledge; he is no longer the all-powerful master of the class, the repressive authoritarian who directs the work and is in charge of everything, so that he plans the curricula and performs the functions of analyst/counsellor, guidance consultant and organizer. The teacher selects the contents of the course, prepares tests the results of which he interprets, follows the pupils' progress, suggests learning procedures, plans the successive stages of the course, diversifies the approach to suit each pupil, and performs various other functions.

Quite often, the adult learners forming a group have attained very varied socio-cultural and intellectual levels, and differ from each other as regards motivation, the will to learn, the attitude towards learning the language, and the level of linguistic ability measured not only in similar terms of their performance in a given skill, but also in similar terms of their passive knowledge ...

... The teaching of languages to adults raises once more the problem of language levels. The priority of oral work over written work no longer seems to be a controversial question. And yet the problem of the correct proportions comes up again when language teaching is considered as a comprehensive system and when it becomes necessary to choose a strategy and to plan for higher levels than the most elementary one. In order to meet the specific language needs of adults and convert them into learning needs with a view to making acts of communication possible, it has been found necessary to set up autonomous learning units arranged in graded groupings to match the principal requirements of the different categories of adults. This coherently designed pattern of acts of learning leads, through educational strategies, to the command of a functional set of linguistic acts. How does this system of units adapt itself to the multifarious conditions of learning, to the most suitable content, to the most productive media? How does it affect individual motivations?

How can it strike a balance between the intention to define precise needs and objectives and the fact that the ability to use a language as a means of communication and action to deal effectively with situations arising in social, professional and socio-cultural life, demands, on the contrary, that people must be able to react appropriately to an indefinite number of situations, which cannot be foreseen and precisely defined in advance.

The meeting should consider the efforts which have been devoted to the study of language for special purposes; to the survey of the professional environment, situations and their classification; to the identification of the linguistic components of situations; and it should review the present state of progress in this field ...

III. STRATEGIES TO BE ADOPTED AND FUTURE RESEARCH TRENDS AND PRIORITIES.
INTERNATIONAL CO-OPERATION

The meeting will also be required to discuss the problems of international co-operation in the field of diversification of methods and techniques of second language teaching. It will devote part of its work to the necessity of organizing systematic and sustained collaboration, making constant use of the spirit of international co-operation among the research workers, specialized institutions and other bodies concerned; to the essential measures for ensuring rapid dissemination of information; to the need to make better use of skills and avoid wasting and dispersing intellectual resources, with the aim of ensuring that the findings of research are quickly applied and that methods and techniques in second language teaching are renewed.

After exchanging views and experiences and analysing the documents submitted and the oral and written contributions, the international meeting of experts will have to see what conclusions may be drawn from recent trends and experiments in methods and techniques for teaching second languages in the light of the discussions, and will frame recommendations and outline new strategies for improving both language teaching and the efficiency of education systems. The meeting will also frame recommendations concerning the contribution which might be made by linguistic research in different fields to the solution of the educational problems involved in the methodology of language teaching, while at the same time defining priorities. It will draw attention to research leading to the definition of the field of application and the limits of the various linguistic theories applied to language teaching.

In view of the great number and variety of problems raised, the participants will naturally find it necessary to single out a few from each of the main groups of questions raised in this paper.

FOREIGN-LANGUAGE TEACHING AND LEARNING TODAY (1975)

Between February and June 1975, a survey on the world situation of foreign-language teaching, with its latest tendencies, problems and facts, was carried out, on behalf of Unesco, by the Fédération internationale des Professeurs de Langues vivantes. The final report was published in

September 1975, under the title: "Foreign-language teaching and learning today (1975). Methods and techniques of foreign-language teaching, with reference to the aims in view, levels and age groups, social and professional backgrounds".

The information was collected by means of a questionnaire which had been worked out in close co-operation with Unesco. The final report is based on all the questionnaires which arrived until June 1975. Unfortunately, several questionnaires, which arrived later, could not be included. The survey was conducted in English, which was only for the sake of economy. Forty-nine countries are included in the report.

Language situation. The report provides information on the national languages of the countries concerned, then on the modern foreign languages most commonly taught; the information is given, for each country, in order of importance, a distinction being made between countries in which there is a fixed order for the learning of foreign languages, and the countries in which there is no fixed order.

Foreign-language needs are partly dependent on the individual linguistic and general situation of the country in which they are being established. Included in this category are: countries with two or more national languages; present or former colonies in which, due to their historical and political past, the language of the (former) colonists has supreme influence; countries which - on whatever grounds - do not wish to become internationally isolated. In addition to collective foreign-language needs there are also the individual foreign-language needs of the learners. Included in this category are: the capacity to communicate in the foreign language; fulfilment of linguistic preconditions for a continuation of studies abroad; the acquisition of foreign-language skills for a career. The following ways of establishing needs in the foreign-language sector were determined: political decisions; research and empirical investigations; consultation of experts; practical experience; co-determination of pupils; consultation of potential future employers on requirements and desired qualifications. The fulfilment of foreign-language needs depends on a previous clear definition of these needs. This has only been carried out for a few special groups. Special curricula exist for the children of foreign workers and for career-oriented language courses in adult education.

In the field of *foreign-language learning objectives* the overwhelming majority state that "communication in the foreign language" is the chief or one of the chief learning objectives. In many countries foreign-language teaching is aimed at guaranteeing international communication, particularly in the scientific sector. A further aim of importance for countries with more than one national language is the possibility of intra-national communication. Communication is mainly seen in clear terms of its two components (giving-receiving) and both the receptive and the productive skills are set as learning objectives. Although communication in general is the chief learning objective, oral communication is more often given precedence to the written, whereby precedence here means both that oral communication is considered more important and that it is dealt with first in the learning process. About half the countries state that there are different foreign-language learning objectives for pupils in the different types of schools and for slow learners as opposed to the fast learners. A relatively new trend noted by about half the countries is the inclusion of the foreign civilization in foreign-language teaching. On the other hand, there are countries which - on political grounds - only have language as a means of communication as a learning objective and purposely dispense with the foreign civilization and literature. In some countries the discrepancy between the final examinations and declared learning objectives has the effect of turning the examination requirements into secret learning objectives.

Language policy and the planning of foreign-language teaching are directly connected with the formal organization of the education system. The majority of the countries asked have a strongly centralized system of education. In contrast, there are a number of countries with an extremely decentralized system of education. Far-reaching consequences from the structure of the education system extend, among other things, to the readiness on principle and to the practical possibility of new ideas and experiments in all fields of foreign-language teaching.

There has been an almost universal change from the traditional *methods and forms of evaluation* in the past years. In general, there is a clear trend away from the traditional forms such as translation, literary interpretation, reproduction, dictation, and testing of grammar knowledge. What has taken the place of these forms can be roughly summed up in two directions. These are not to be understood as opposites, but, on the contrary, are often, if not always, closely connected:

1. the tendency of obtaining more reliable results with the help of less subjective methods of measurement. It is also hoped that these more objective methods make administration easier by furnishing more differentiated results, more results in shorter time, etc. In concrete terms this trend means that more and more multiple choice tests, true-false tests, completion tests, etc., will be used as means of evaluation in foreign-language teaching;

2. the tendency to change in the contents of examinations. This is due to a change in the learning objectives, the teaching methods or simply to general educational principles. In

some countries a shift in the function of examinations is taking place. Continuous controls of learning that are integrated into the learning process, and not mainly used for marking and putting the pupils into order of merit, are becoming more important than examinations.

The progression of difficulties is in practice very closely linked to the textbook used. The prejudiced view that the progression of difficulties arises so to speak "naturally" shows a clear lack of problem consciousness in this field for the majority of correspondents. The reason seems to be that only few countries state that they produce their own teaching materials. Most countries obtain media and materials from abroad and therefore have no influence on the progression of difficulties. The following were given as general criteria that influence the progression of difficulties in foreign-language teaching (the percentages are of the total number of answers): (1) linguistic interference, i.e. progression in the learning process from things known from the mother tongue to those unknown from it, stated by 50 per cent; (2) complexity, i.e. progression in the learning process from the simple to the complex, stated by 27 per cent; (3) frequency, i.e. progression in the learning process from the more frequent to the less frequent, stated by 23 per cent; (4) error analysis, i.e. progression in the learning process from the "simple" to the "difficult" with particular reference to the more frequent sources of error, stated by 17 per cent; (5) cultural interference, i.e. progression in the learning process from that which is known from one's own culture to that which is not known from one's own culture by 3 per cent. Three-quarters of the countries included stated that they had no foreign-language teaching at pre-school level. In only seven of the countries participating do a sizable population of children (2 to 75 per cent of all children) receive foreign-language teaching at an early age. The question on the co-ordination and continuity between foreign-language teaching at pre-school level and at elementary level is answered negatively by most countries. Two-thirds of all the countries that have some kind of early starting of foreign languages state that there is no co-ordination between the two levels. The main reason for the lack of continuity is that there is almost no foreign-language teaching at elementary level. Continuity is primarily assured in the few private and language schools that children enter at a very early age and where they receive foreign-language teaching. But co-ordination is sometimes also assured in another way. Two African countries state that a break between foreign-language teaching at pre-school and at elementary level is prevented due to suitable teacher training, in-service training and close co-operation between the teachers at different levels.

Only a fraction of the countries asked have been able to gain experience within the public school system in starting two foreign languages simultaneously. The simultaneous starting of two foreign languages is generally considered to be rather negative by the countries concerned. The group of particularly "highly gifted" pupils is perhaps an exception for which the simultaneous starting of two languages is regarded as positive. The reasons cited against the simultaneous starting of languages are on many levels: on that of politics, teaching policy, learning theory and psychopedagogics. It is striking that, apart from Libya, there have been no surveys on this complex either in one of the countries where simultaneous starting of two languages exists or in any of the remaining 41 countries that were also asked. This must definitely be taken into account when considering the mainly negative opinions on the simultaneous starting of two foreign languages.

The question on the *optimal age* for starting to learn foreign languages attracted comparatively more attention. Forty per cent of the countries asked stated that research on the optimal age for starting foreign languages was being carried out within their boundaries. However, the results achieved up till now have been controversial - investigations from different countries as well as those within a single country contradict each other in their findings. The optimal ages cited range from 6 to 15 years of age. However, a tendency can be made out that early starting between the ages of 8 and 10, is most often considered to be optimal. A long way must still be gone before "the" answer to this question is found. It is possible that the varying results are at least partly due to imprecise hypotheses in the surveys. In investigations on the optimal age for starting foreign languages the dependence on set learning objectives and on the methods and media used ought always to be taken into consideration.

In answer to the question on the most widely used *media and teaching materials* all countries placed the textbook at the top of the list. In some countries the textbook is even the only kind of medium used. Audio-visual media like television or the video-recorder are at present least used in foreign language teaching. The language laboratory is often used by a small number of countries. There is a clear trend towards an increase in this medium. Visual media such as slides, overhead transparencies, charts, etc., are generally used fairly often in foreign-language teaching. In addition, there is a clear trend towards an even more extensive use of visual media. Only the tendency towards more audio media is increasing more rapidly. Audio media such as the tape recorder and radio have the widest distribution of all other media.

Economic considerations play a great part in the production and selection of media and teaching materials. Factual aspects often have to give way to commercial and economic ones. There is seldom a direct connexion between research results and the production of teaching material.

Concerning the *latest trends* in the field of foreign-language teaching methods a distinction must be made (1) between what is discussed in specialized periodicals, and (2) what is practised in the classroom. There is often a wide gulf between the two. The main reasons for this are as follows: lack of or insufficient teacher training or in-service training; the rigid structure of the teaching sector; restricted availability of modern teaching materials and media; too large classes; the effect of the final examination on teaching. Despite the great variety of methods in foreign-language teaching one clear tendency can be discerned. Almost half of the countries asked state that one or several aspects of the audio-lingual method of American type based on a behaviourist theory of learning are on the wane. There are various attempts to reduce the insufficiencies of present practice, whereby the accents are differently placed. A growing interest in audio-visual methods is noticeable, although audio-lingual principles are an integral part of this process. This method is often too expensive for use in practice. In some countries the grammar-translation-method is still in practice. However, this method in its pure form is generally considered to be inadequate for modern foreign-language teaching. Nevertheless, it is regarded as quite useful in various combinations with other methods.

2.2 *The 4th AILA Congress, Stuttgart*

The 4th International Congress of Applied Linguistics held at Stuttgart from 25 to 30 August 1975, was attended by about 1,500 participants altogether. About 500 papers were read. Some of the sections had to be split into two groups. This applies to sections like contrastive linguistics and socio-linguistics. These two sections, like many others, made great efforts to study the problems of language acquisition from a linguistic and socio-linguistic point of view. Difficulties in language acquisition are predictable to a certain extent and remedial forms of teaching have to be designed in order to meet these problems.

Socio-linguistics is certainly a very central field of applied linguistics. Because of its importance for many countries in the world the problem of language teaching for migrant workers was given the status of a section, so it certainly is closely connected with socio-linguistics.

Psycholinguistics is another interesting field which deals with psychological problems in connexion with language use and language acquisition. Here the analysis of errors (and another section) helps to describe the different status of language acquisition.

Problems like bi- and multilingualism are also universal problems and have to be investigated by applied linguists in order to design special teaching programmes within certain quarters of the globe.

Further interests can easily be described when going through the programme.

Undoubtedly, computational linguistics and machine translation also, among others, is a very important subject for international communication, since many people have to rely upon translations.

The interest in topics like psycholinguistics, translation and language testing was also reflected in the programme of plenary session papers.

The Congress has shown the great international interest in practical problems connected with all forms of language teaching, apart from other problems like communication and translation. AILA has all reason to take pride in this Congress because of the international character of the event bringing together people from Eastern as well as from Western countries. Participants came from developing and developed countries as well.

We are sure that the next Congress in Canada will show once more progress in many fields relying at the same time upon some of the results achieved at Stuttgart.

2.3 *The 12th FIPLV Congress, Washington*

This year, the 12th International Congress of the World Federation of Foreign Language Teachers' Associations (FIPLV) was held jointly with the meetings of the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of German (AATG). The joint meeting, exhibits, and pre-conference workshops took place at the Washington Hilton Hotel in Washington, D.C., United States of America, on 27-30 November 1975.

The theme of the international meeting was "Teaching foreign languages - why? A new look at an old question". Consequently, a number of sessions were planned that addressed this theme. A variety of pedagogical sessions and mini-workshops met the needs of teachers at all levels of instruction and provided an opportunity for the discussion of professional problems with conference speakers and participants from all parts of the world. There was also specific language sessions for teachers of English as a second language, French, German, Italian, Russian, Spanish, Portuguese, classics, Japanese, Chinese and the less commonly-taught Asian languages.

A number of workshops were planned for 24-26 November to precede the convention.

2.4 *First Bulgarian Conference on the Application of Mathematical Models and Computers to Linguistics, Varna*

The Conference was held from 3 to 9 May 1975 in Varna, Bulgaria. Reports were submitted to the Conference, and discussions held, on the following problems:

I. Theoretical and methodological problems of computational linguistics.

II. Quantitative linguistics.

III. Mathematical models of natural languages.

IV. Automatic translation and automatic abstracting of texts.

V. Automatic information retrieval systems.

The Conference was attended by 170 specialists representing sixteen countries, and 101 reports were submitted to it. Three round tables were organized during the Conference, and examined the following topics: traditional theoretical linguistics and computational linguistics; present situation and future prospects in quantitative linguistics; automatic translation now and in the future.

2.5 *Second Seminar on Bilingualism and Education (Palma de Majorca)*

The "Second Seminar on Bilingualism and Education", organized by the Institute of Educational Sciences of the University of Barcelona, was held in Palma de Majorca, at the Headquarters of the Dragán Foundation, from 24 to 26 April 1975. The agenda of the Seminar was as follows:

1. *Bilingualism and education in Spain:* the Basque Country, Galicia, Catalonia, Valencia, the Balearic Islands.

2. *Bilingualism and education in borderland areas:* the Roussillon, Andorra.

3. *Problems of bilingualism.*

4. *Experimental studies on bilingualism:*

   4.1 Summary of recent studies

   4.2 Communication and bilingualism

   4.3 Features of bilingualism among schoolchildren in Catalonia

   4.4 Languages and social groupings in the Barcelona urban district

   4.5 The bilingual immigrant at school

   4.6 Sociological approach to the problem of language contacts in the Catalan areas.

5. *Sociology of bilingualism.*

6. *General problems:*

   6.1 Organization and objectives of the bilingual school

   6.2 Typology of bilingualism at school and work proposals

   6.3 Problems inherent in the standard language, and methodology of the first and second languages at school.

7. *The influence of bilingualism on the language of Majorca.*

This Seminar is proof of the interest taken in Spain in the problems raised by contact between the national language and regional languages.

/For further information, please contact the Institute of Educational Sciences of the University of Barcelona, Plaza de la Universidad, Barcelona, Spain./

3. ASSOCIATIONS AND INSTITUTIONS

The short reports on the various associations and institutions do not claim to be exhaustive.

The Editor hopes to go on publishing such reports, and any information of this kind would be welcome.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS/ASSOCIATION INTERNATIONALE DE LINGUISTIQUE APPLIQUEE (AILA)

1. AILA is an international association of national affiliates, bringing together persons and institutions working in the field of applied linguistics.

The foundation of AILA was decided at a seminar on modern languages in Stockholm, in October 1963. The association was formally constituted at the First International Congress of Applied Linguistics in Nancy, October 1974. After a period of organizational planning, its present structure was decided at the Second International Congress of Applied Linguistics in Cambridge, September 1969.

2. The overall aim of AILA is to promote the application of linguistic theories to the solution of language problems in society.

Among the specific aims of AILA are:

(a) to promote the rapid exchange of information on research and developmental work carried out in the field of applied linguistics, and thus make possible co-ordination of such activities among its members;

(b) to encourage among its members research and developmental work in all branches of applied linguistics and especially in the application of linguistics in the teaching of modern languages at all educational levels;

(c) to promote the establishment of institutes or departments of applied linguistics and the provision of degree courses and other qualifications at universities, teachers' colleges and other establishments at higher education.

3. In many countries the AILA affiliates co-operate with educational authorities in the organization of seminars and symposia on selected topics in applied linguistics, which can contribute to a more efficient modern language teaching. Furthermore, AILA is planning to organize its own seminars and symposia on topics which are relevant to its aims.

The International Committee of AILA collaborates with international organizations, which are active in the same field, for the implementation of their academic and educational programmes and for mutual aims, drawing upon its vast experience in establishing programmes and recommending international experts. Thus, it took the initiative of the "Comité de Coopération des Associations Internationales Linguistiques", in 1971.

4. One can say that AILA is an association built on its national affiliates, i.e. affiliated organizations, groups and centres working in the field of applied linguistics in the respective countries.

In each country normally only one national organization is recognized for affiliation to AILA.

An organization, institution or person can become a member of AILA: (a) by becoming a member of a national affiliate of AILA in a given country, or (b) directly as an "individual member" (generally only where there is no national affiliate in the country in question).

5. AILA has the following governing bodies:

1. the International Committee which comprises the delegate from each national affiliate plus some co-opted members. The International Committee meets in principle twice a year;

2. the General Council, comprising up to three representatives of each national affiliate, meets on the occasion of an International Congress of Applied Linguistics, i.e. normally every three years;

3. the General Assembly which also meets on the occasion of an International Congress of Applied Linguistics, comprises all active members of the association who come to attend it.

6. The activities of the AILA concentrate on the Commissions and their networks. They get their general lines and guiding principles from the International Committee which also nominates a Chairman. Once established, however, the Commissions work in a fully independent way.

7. Between the meetings of the International Committee, the activities of the association are directed by the Secretary-General who is aided by the AILA Secretariat.

8. As an informal newsletter of the association, the AILA Secretariat issues the AILA Bulletin which appears usually four times a year (on 15 March, 15 June, 15 September and 15 December). The main purpose of the AILA Bulletin is to be a link between all AILA members. It does not include articles on academic topics but only on matters of business concerning the activities of the association or of its affiliates.

The AILA Bulletin is edited by the AILA Secretariat and printed by the Postuniversitair Centrum Limburg (PUCL), Elfde Liniestraat 24, Hasselt, Belgium.

THE WORLD FEDERATION OF FOREIGN-LANGUAGE TEACHERS' ASSOCIATIONS (FIPLV)

Aims and activities of FIPLV

Article 4 of the Statutes of FIPLV lists among the aims of the federation:

to co-ordinate the efforts and research work of its members for the purpose of improving methods and ensuring the development of modern language teaching;

to place its advice and its experts at the disposal of national and world organizations in the pursuit of reforms in modern language teaching and teacher training.

For this purpose FIPLV - in the past - organized world congresses and fostered meetings and symposia which dealt with items related to the ALSED Programme. It has been compiling a list of experts in the field of the language sciences, and establishing working groups on specific subjects. A project that recently has been initiated concentrates on "teaching children of immigrants".

Subjects of interest to FIPLV

Within the limits of its possibilities FIPLV has encouraged and is willing to further support work on the following subjects:

individualization of the language learning process;

curriculum research (on all levels of formal education);

the rôle of applied and contrastive linguistics in language teaching;

language testing;

educational technology and its implications for the language teaching and learning process;

sociological and psychological aspects of language training;

objectives and aims of foreign-language learning. It is necessary to find answers to the questions why learning a foreign language must necessarily differ from country to country and whether there are, nevertheless, common reasons independent of mother tongues, economic status of a country and/or an individual, etc.;

the contents of language teaching and learning materials (or: How can the learning of a foreign language contribute towards the optimal development of an individual learner by offering specially selected text material?);

language teaching and learning in the context of the media (cf. *The language laboratory in the context of the media*. Dortmund: Lensing, 1973 - distributed to FIPLV members for extensive discussion);

language learning and social status, with special consideration of slow learners.

Major fields of work during the XIth International Congress of FIPLV in 1972 were: linguistics, psychology, technology, teacher training and documentation (cf. *"FOCUS 80": Foreign language teaching in the seventies*. Berlin/London: Cornelsen and Oxford University Press, 1972).

FIPLV has collected data on language laboratory experiments around the world in order to evaluate the discrepancy between the high esteem for that medium and its actual accomplishments.

WEST AFRICAN MODERN LANGUAGES ASSOCIATION (WAMLA), IBADAN

The Inaugural Congress of the West African Languages Association - Association des Langues Vivantes de l'Afrique Occidentale - was held at the Conference Centre, University of Ibadan, from 1 to 5 April 1975, under the auspices of the Department of Modern Languages of the University, and in collaboration with the Nigerian English Studies Association (NESA), the Nigerian Association of Teachers of French (NAFT) and the Nigerian Modern Languages Association (MLAN).

The WAMLA/ALVAO is the outcome of a Modern Languages Conference convened in March 1972 by the University of Ghana in Accra. Its aims are to promote and co-ordinate the teaching of, and research into, modern languages in West Africa at all levels. The association defines "modern language" as any living language which is taught in West Africa outside its country or countries of origin.

Infomation can be obtained from C.M.B. Brann, University of Ibadan, Nigeria.

4. FROM COUNTRY TO COUNTRY

INDIA

Mother tongue and equality of opportunity in education

The study of the rôle of the mother tongue as a means of establishing equality of opportunity in education can be very instructive in a case such as India, where there is a multiplicity of languages and great differences in cultural patterns between the various communities. The Indian languages differ in their stages of development. Some languages such as, for instance, Hindi, which received considerable attention after independence, or Bengali, are much better developed than others, even in respect of scientific and technological terminology. Differences in the production of didactic materials are inevitable. Thus, in 1966-1967, while 2,767 textbooks were published in Hindi, only 142 were published in Punjabi. The very uneven rate of production of textbooks in the various regional or local languages is but one of the obstacles to equality of opportunity: owing to differences of cultural and linguistic development, education in local languages can be expected to produce different levels of achievement, and thus to create handicaps for students using local or less developed languages.

In the post-independence period, India has adopted a three-language formula according to which the mother tongue is the sole medium of instruction in the primary schools, is used by and large in the secondary schools, and often at the university, whereas two other languages are taught as subjects, and can be used as media at secondary or higher level. How has the shift towards the mother tongue both as a subject and a medium affected the equality of opportunity in education in India? To answer that question, a research project was conducted a few years ago by the National Council of Educational Research and Training, the Report of which was published in 1972 /NCERT, New Delhi/.

PERU

Bilingual education

The bilingual education policy in Peru was officially defined in 1972 in a Ministry of Education publication entitled *Política Nacional de Educación Bilingüe*. This document is described as being of "truly historic" importance, and as representing the first determined effort to work out an official bilingual education policy which will respect linguistic diversity and make the "Castilianization" process a harmonious and human one. The document is based on the General Law on Education passed shortly beforehand, which stipulates that education shall take into account the existence in Peru of several languages of communication and culture, and shall watch over their preservation and their development.

The "Castilianization" of all sectors of the population should be carried out in a spirit of respect for the cultural personality of the various groups which make up the nation, and their languages should be used as teaching media. By launching a nation-wide dialogue, the First Seminar on Bilingualism and Education has led to the development of a truly national bilingual education policy.

The document emphasizes the need to base a bilingual education policy on a study of socio-economic and cultural problems; it points out in this connexion that Peru has the following fundamental characteristics: underdevelopment, cultural plurality and linguistic plurality.

The national bilingual education policy is designed to meet the needs of people speaking the Peruvian language or languages; this document does not concern the teaching of any languages to Spanish-speaking people.

The bilingual education policy aims to accomplish the following:

(1) encourage people who speak the Peruvian language or languages to participate in development, in a context of socio-economic liberation;

(2) help to develop a new type of individual in a just society worthy of respect, through a reinterpretation of the cultural and linguistic plurality of the country, and with a view to the creation of a national culture;

(3) develop the use of Castilian Spanish as the common language of the Peruvian nation, while strengthening respect for linguistic diversity and restoring the status of the various Peruvian languages.

Bilingual education has long been a reality in non-Spanish speaking rural areas, where the mother tongue is used as an auxiliary to teaching in Castilian Spanish. In collaboration with the Summer Institute of Linguistics, a Bilingual Education Programme was launched in 1953 in La Selva and in 1965 in La Sierra. There have also been other, minor programmes. However, these programmes have suffered from a variety of defects, mainly due to the fact that they were not backed by an authentic national bilingual education policy. Henceforth, the non-Spanish speaking population will be given priority as a group for activities in the education sector in Peru.

Sources: the Ministry of Education document which refers to the following "legal bases": *The National Development Plan 1971-1975*; the General Law on Education, *Order in Council No. 19326*.

TOGO

Promotion of national languages

Various groups and committees are actively engaged in the codification, description and promotion of the Togolese languages. These include the Ewe Academy (Lomé), which has many studies to its credit; the Language Committees: CL ben in Dapango, CL Kabiye in Lama-Kara, CL tem in Sokodé; the language clubs of the Atakpame Teacher Training College and the University of Bénin.

The language clubs and committees work in liaison with the National Literacy Programme. To mention only one example, the aja (or adja) language clubs of the University of Bénin (Lomé), recently published, with the assistance of the National Literacy Programme of Togo, a *Guide to functional literacy training in the aja language* for the use of rural educational staff and organizers of activities in the Mono region.

ZAMBIA

Language research

The University of Zambia Institute for African Studies published last year an *Outline* of its long-term research programme. In the field of languages and linguistics, the outline includes research in: (1) socio-linguistics, viz. the continuation of the research initiated by the *Survey of language use and language teaching in Zambia*, into a study of the social use of the various languages of Zambia, e.g. in the mines, the courts, the mass media, etc.; (2) linguae francae of Zambia; (3) language adaptation, e.g. the effect of urban industrial life, Western technology and culture on Zambian languages; (4) multilingualism; (5) contrastive studies between English, which was introduced in 1965 as the sole medium of instruction, and particular Zambian languages; (6) demographic studies, with a view to compiling an accurate language map of Zambia; (7) historical linguistic studies; (8) oral literature.

For ongoing or completed research on Zambian languages, see the *Report on research for the years 1966-1972*, the *Handbook on research for the year 1972*, and later reports of the Institute for African Studies, P.O.B. 900, Lusaka, Zambia.

5. BIBLIOGRAPHICAL NOTES

WEST AFRICAN JOURNAL OF MODERN LANGUAGES - REVUE OUEST AFRICAINE DES LANGUES VIVANTES
University of Ibadan, Ibadan, Nigeria

The West African Journal of Modern Languages is a scholarly international journal which publishes discussions, research and documentation on the aesthetic, historical, psychological and sociological aspects of modern languages and literatures in the linguistic and cultural context of West Africa. By "modern language" is meant any modern language taught in West Africa outside its country (or countries) of origin.

The Editorial Committee of WAJML is composed of eminent research workers in the field of modern languages, who are working in West Africa or who have long experience of this region. It proposes and directs the overall policy of the Journal and its members read and criticize the manuscripts.

Articles of general interest submitted to the editor may be published in any issue of the Journal. Specialized articles will appear in the issue on the relevant theme. The first three issues will deal with the following themes, in order:

(1) language in education in West Africa: policy and planning;

(2) new African literature: sociological and aesthetic criticism;

(3) language in society in West Africa: speakers and employment.

Manuscripts should be sent to the General Editor, West African Journal of Modern Languages, University of Ibadan, Nigeria, not later than 31 December 1975 for publication in issue No.2, and not later than 30 June 1976 for publication in issue No.3.

Subsequent issues will be largely devoted to the following themes: contrastive linguistics and language teaching; the contemporary theatre in West Africa; English and French, transnational media of communication in West Africa; mass literature; information through languages; teaching a language as a tool; regional studies in modern language teaching; variants of modern languages in West Africa: their functions and uses.

For full information, apply to: WAMLA, Department of Modern Languages, University of Ife, Nigeria.

6. EDITOR'S REQUEST

The Newsletter cannot fulfil its rôle of liaison effectively unless it receives widespread support. We request associations and institutions, research workers and experts, and in general all those who wish to collaborate in the ALSED Programme or who are interested in it, to have no hesitation in communicating to us any information or documentation which is relevant to the Programme's field of concern.